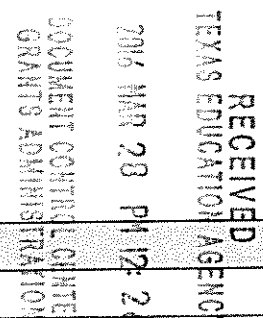


**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1				
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act			FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: center;">  </div>
Grant Period	August 1, 2016, to July 31, 2017			
Application deadline:	5:00 p.m. Central Time, March 29, 2016			
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494			
Contact information:	21stCentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Northside ISD	015-915			
Vendor ID #	ESC Region #			DUNS #
1-746015904	20			06-945-0716
Mailing address		City	State	ZIP Code
5900 Evers Road		San Antonio	TX	78238-
Primary Contact				
First name	M.I.	Last name	Title	
Lydia		Martinez	Director of Adult/Community Ed	
Telephone #	Email address		FAX #	
(210) 397-8140	Lydia.Martinez@nisd.net		(210) 706-8963	
Secondary Contact				
First name	M.I.	Last name	Title	
Rose	M	Walker	Grants Coordinator	
Telephone #	Email address		FAX #	
(210) 397-7534	RoseMary.Walker@nisd.net		(210) 706-7278	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Brian	T.	Woods	Superintendent
Telephone #	Email address		FAX #
(210) 397-8770	Brian.Woods@nisd.net		(210) 706-8772

Signature (blue ink preferred)

Date signed
3/4/16

Only the legally responsible party may sign this application.

701-16-102-029

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	N/A	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) See Important Note For Competitive Grant*	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single Audit

Yes: ☐

No: ☐

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	NOT APPLICABLE	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	NOT APPLICABLE	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.		NOT APPLICABLE	
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

District Overview: The Northside Independent School District (NISD) is a large, diverse, and rapidly growing school system located in northwest San Antonio, Texas. The district serves over 104,000 students from urban, suburban, and rural communities, making it the largest school district in South Texas and the fourth largest in the state. The Northside ISD student population is diverse, reflecting the larger San Antonio community; in 2014, district data shows that NISD students identified as 68% Hispanic, 19% White, 6% Black, 3% Asian, and 3% Two or More Races, and over 50% of students received free or reduced-price lunches. The northwest quadrant of San Antonio is one of the fastest growing areas in Texas, which has resulted in Northside ISD adding over 26,000 students between 2005 and 2015. This rapid rate of growth is projected to be sustained for at least another decade.

Past Experience: The Northside ISD after school program, ACE Learning Tree, started in 1998 with a grant from the federal 21st Century Community Learning Centers (CCLC) program. Since then, ACE Learning Tree has received grants from Cycles 1, 2, 4, 6, and 7 of the Texas 21st CCLC program, and has grown to include 95 grant and tuition-funded centers serving an estimated 7,000 students each year. Most importantly, the program has been shown to be effective at improving student academic outcomes: in the final report for 21st CCLC Cycle 7, Year 4 (2014-15), the independent evaluator found a range of positive benefits for participating students, most notably that their group performance on the STAAR exam was superior to campus peers. Due to this ongoing success, the ACE Learning Tree program has been awarded multiple state-level recognitions, including the 2010 TCEA Outstanding After School Program, the 2012 and 2013 TEA Golden ACE award for the Most Innovative Activity, and the 2013 Outstanding PRIME Award.

Needs Assessment: In order to identify existing needs and resources, Northside ISD implemented a systematic needs assessment process (see Schedule 13 for additional details). Nine schools with needs that best corresponded to the goals and objectives of the 21st Century Community Learning Centers program were selected:

- **Elementary Schools (ES):** Colonies North, Glenoaks, Robert F. McDermott, Valley Hi, and Westwood Terrace
- **Middle Schools (MS):** Anson Jones, Sam Rayburn, Sul Ross, and Earl Rudder

All nine schools are Title I schoolwide campuses, and their percentage of Economically Disadvantaged students ranges from 55% to 95%. These communities are primarily comprised of working single parent or working dual-parent families, with 23% of individuals living below the poverty level, much higher than the national rate of 15.6%. Collectively and individually, these schools have multiple needs, with the most severe including:

- **Academic Performance:** In the 2014-15 school year, the five targeted elementary schools had a STAAR passing rate for all subjects that was, on average, 12 percentage points below the district average. The four targeted middle schools had a STAAR passing rate for all subjects that was, on average, 17 percentage points below the district average.
- **Attendance:** In the 2014-15 school year, the targeted schools had a weighted average attendance rate of 95.2%, lower than the 95.9% district average attendance rate.
- **Behavior:** In the 2014-15 school year, the five targeted elementary schools reported behavioral incidents at a rate 70% higher than the average NISD elementary school, and the four targeted middle schools reported behavioral incidents at a rate 41% higher than the average NISD middle school.
- **Promotion Rates:** In the 2014-15 school year, the five targeted elementary school, on average, retained students in grades 1,3, and 5 at a higher rate than the district average.
- **Improve Graduation Rates:** In 2014, only 83.2% of adults over 25 living in the zip codes targeted by this program (78227, 78228, 78229, 78230, 78240) had graduated high school, lower than the national rate of 86.3%.

In addition to these shared needs, many of these schools have specific needs. For example, Colonies North ES, McDermott ES, and Rudder MS serve a large number of refugee families from Middle Eastern, African, and Asian countries. These individuals were forced to leave their home country as a result of armed conflict, religious or political persecution, human rights violations, or natural disasters, and must confront many academic, linguistic, and cultural challenges as they adjust to living in the United States. Jones MS, Rayburn MS, and Ross MS serve a large population of students that were retained in elementary school, and have implemented self-contained accelerated academic programs designed to help these students catch up to their age groups.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Proposed Activities: The NISD ACE Learning Tree program will address these needs and help students surpass their current social and economic limitations through providing a safe place to be after school, academic supports, exposure to college and workforce opportunities, and activities that reduce high-risk behaviors. Campus enrichment activities will be selected to meet the specific needs of each school, and will include:

- **Tutoring/Homework Assistance:** Youth Leaders will use one-on-one and small group tutoring to assist students with homework for at least 45 minutes per day. Other tutors, including college mentors, teachers, and Retired Senior Volunteer Program (RSVP) volunteers, will regularly assist students in specific academic disciplines.
- **Literacy:** To build reading and writing skills, students will participate in a variety of activities, including Reading Together, Readers Theater, Write Brain, and web-based software (Stride Academy and Achieve 3000).
- **Science, Technology, Engineering, and Mathematics (STEM):** To develop math and science skills, students will participate in activities such as STEM Soccer, MindWorks, and Project ACORN. Middle schools students will have the opportunity to use the STEM resources at the Family Service Association's Teen Tech Center.
- **Positive Youth Development:** At the elementary level, ACE Learning Tree staff will use the Planting Seeds and Kelso's Choices curricula to develop students' conflict management skills. At the middle school level, student will participate in the SMART Moves curriculum, with the goal of helping young people make healthy choices.
- **Post-Secondary Readiness:** To encourage high school graduation and college success, students will have the opportunity to visit college campuses, including UT Austin. Students will also participate in other college and workforce oriented programs, including Advancement Via Individual Determination (AVID) and Junior Achievement.
- **Physical Fitness/Wellness:** All centers will provide the Coordinated Approach to Child Health (CATCH) program, which will include physical fitness activities and nutrition education. Other physical and health activities, including Girls on the Run and Cooking, will be made available during the program year.
- **Summer Program:** To mitigate learning losses during the summer, ACE Learning Tree will offer a six-week summer program to participants in June and July, focused on hands-on science activities and fine arts.

Community Partners: The NISD ACE Learning Tree program will partner with several community-based organizations, providing a more cost-effective program and building a foundation for future sustainability:

- **Communities in School (CIS):** CIS will help connect ACE Learning Tree families to needed resources, including food, school supplies, health care, or counseling. They will also deliver the eight-week Raising Highly Capable Kids curriculum to parents at all centers served by this program.
- **Family Service Association of San Antonio, Inc.:** The Family Service Association will provide access to their Teen Tech Center and its STEM equipment for approximately 10 Saturdays.
- **Boys and Girls Club of San Antonio:** The Boys and Girls Club of San Antonio will provide access to their Calderon Branch facility, including a gym, for approximately 10 Saturdays.
- **Center for Refugee Services:** The Center for Refugee Services will identify and recommend translators in the languages needed by the families served in the ACE Learning Tree program. They will also provide access to their facilities for family engagement event.
- **Others:** The NISD ACE Learning Tree program will also partner with Excel Beyond the Bell San Antonio, Texas A&M AgriLife Extension Service, Junior Achievement, San Antonio Food Bank, San Antonio Sports, Girl Scouts of Southwest Texas, and the Boy Scouts of America to provide a wide range of educational activities and support services to program participants.

Sustainability: Program continuation will be a focus of the ACE Learning Tree Community Advisory Council throughout the grant term. The preliminary plan for sustainability is to build capacity in these nine centers through the purchase of instructional materials, professional development for staff, and expanded district and community partnerships. At the end of the funding period, NISD will transition all nine centers to a tuition-based model. To accommodate the large number of low-income families in these areas, tuition will be set on a sliding-scale based on income, and scholarships will be available for students with high needs.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 015-915			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,027,060	\$37,817	\$1,064,877
Schedule #8	Professional and Contracted Services (6200)	6200	\$113,500	\$27,000	\$140,500
Schedule #9	Supplies and Materials (6300)	6300	\$138,980	\$0	\$138,980
Schedule #10	Other Operating Costs (6400)	6400	\$123,649	\$0	\$123,649
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,403,189	\$64,817	\$1,468,006
0% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,403,189	\$64,817	\$1,468,006
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		N/A	N/A	N/A
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,468,006
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$73,400
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required) (90% of salary grant-funded)		1	\$60,300
5	Site coordinator (required)	9		\$378,000
6	Family engagement specialist (required)	1		\$42,000
7	Secretary/administrative assistant (Administrative Cost)	1		\$29,920
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Youth Leader	55		\$393,042
20	Tutor	4		\$5,600
21				\$
22	Subtotal employee costs:			\$908,862
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$0
24	6119 Professional staff extra-duty pay			\$10,800
25	6121 Support staff extra-duty pay			\$0
26	6140 Employee benefits (\$7,897 is an Administrative Cost)			\$145,215
27	61XX Tuition remission (IHEs only)			\$0
28	Subtotal substitute, extra-duty, benefits costs			\$156,015
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,064,877

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 015-915		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Independent Evaluation (Administrative Cost)	\$27,000
2	Printing Contracts	\$2,000
3	Cell Phone Service (for Project Director)	\$800
4	Online Adaptive Learning System (Stride Academy)	\$27,000
5	Training/Technical Support for Language Arts Programming (Reading Together, Write Brain)	\$19,000
6	Training/Technical Support for STEM Programming (STEM Soccer, Texas A&M)	\$17,500
7	Training/Technical Support for Physical Education/Character Building (Girls on the Run)	\$9,200
8	Software Intervention – Reading (Achieve 3000)	\$6,000
9	Adjunct Site Contracts (Boys and Girls Club of San Antonio, Family Service Association)	\$8,000
10	Professional Development Contracts	\$4,500
11	Guest Speaker Fees	\$13,500
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$140,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$140,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015-915		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$138,980
Grand total:		\$138,980

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 015-915		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$123,649
Grand total:		\$123,649

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 015-915

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			7673	
Category	Number	Percentage	Category	Percentage
African American	521	6.8%	Attendance rate	95.2%
Hispanic	5913	77.1%	Annual dropout rate (Gr 9-12)	DNA
White	627	8.2%	Students taking the ACT and/or SAT	DNA
Asian	506	6.6%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	5798	75.6%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	1100	14.3%	Students classified as "at risk" per Texas Education Code §29.081(d)	51%
Disciplinary placements	157	2.1%		

Comments

N/A

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	29.9	5.5%	No degree	0	0%
Hispanic	276.6	51.1%	Bachelor's degree	381.5	70.4%
White	226.6	41.8%	Master's degree	160.2	29.6%
Asian	8.6	1.6%	Doctorate	0	0%
1-5 years exp.	216.5	40%	Avg. salary, 1-5 years exp.	\$50,711	N/A
6-10 years exp.	153.8	28.4%	Avg. salary, 6-10 years exp.	\$52,138	N/A
11-20 years exp.	125.1	23.1%	Avg. salary, 11-20 years exp.	\$54,845	N/A
Over 20 years exp.	46.3	8.5%	Avg. salary, over 20 years exp.	\$61,069	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	80	80	80	95	80	80	110	110	110	0	0	0	0	825
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	80	80	80	95	80	80	110	110	110	0	0	0	0	825

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Northside ISD implemented a systematic process to determine the needs and resources for this program:

1. Application Review: First, the NISD ACE Learning Tree staff studied the 21st Century Community Learning Centers Cycle (CCLC) Cycle 9, Year 1 program guidelines, determining the target population and overall goals of the program.
2. Campus Selection: Next, the NISD ACE Learning Tree staff examined a list of all NISD schools meeting program eligibility requirements. For each school, a wide range of data sets were analyzed from local sources, Public Education Information Management System (PEIMS) entries, Texas Academic Performance Reports (TAPR), and the US Census Bureau's American Community Survey (ACS), including:
 - STAAR scores
 - Attendance rates
 - Behavioral incidents
 - Retention rates
 - Mobility rates
 - Feeder patterns
 - Student demographic data (especially At Risk, Economically Disadvantaged, and LEP)
 - Community data for zip codes 78227, 78228, 78229, 78230, 78240, including poverty status and educational attainment
 - Other unique school characteristics, such as a high population of refugee/newcomer students

Nine schools with the highest needs were selected for consideration.
3. Principal Survey: Next, the NISD ACE Learning Tree staff contacted school principals to conduct individual campus needs assessments. Each principal was asked to complete a survey to determine existing needs and resources at their school. Topics addressed included academic needs, enrichment programs, family and parental support services, and college and workforce readiness programs. Each campus prioritized subject areas to be addressed in their particular after school program.
4. Individual Meetings: After the surveys were completed, NISD ACE Learning Tree staff met with a leadership team, including the principal, from each of the nine schools. During these meetings, school leadership teams provided more details related to the specific needs of their schools. Using this information, the ACE Learning Tree staff has designed custom programs for each school, aligning proposed activities with needs and utilizing existing resources rather than duplicating them. Specific target numbers for serving students and parents were set for each school.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance: In the 2014-15 school year, the five targeted elementary schools had a STAAR passing rate for all subjects that was, on average, 12 percentage points below the district average. The four targeted middle schools had a STAAR passing rate for all subjects that was, on average, 17 percentage points below the district average (Texas Academic Performance Report).	The NISD ACE Learning Tree program will improve academic performance through the following strategies: <ul style="list-style-type: none"> Identifying students that are struggling academically and inviting them to the program Communicating frequently with school staff to identify students' academic needs Dedicating at least one 45-minute activity per day to homework assistance for individuals and small groups Providing students in the Rtl process with additional time for software-based interventions.
2.	Improve Attendance: In the 2014-15 school year, the targeted schools had a weighted average attendance rate of 95.2%, lower than the 95.9% district average attendance rate (Texas Academic Performance Report).	The NISD ACE Learning Tree program will improve attendance through the following strategies: <ul style="list-style-type: none"> Identifying students with a history of absenteeism and inviting them to the program Communicating with parents to develop individual solutions for students that are regularly absent Offering engaging, hands-on activities that motivate students to attend Providing reliable bus transportation to meet the needs of working families
3.	Improve Behavior: In the 2014-15 school year, the five targeted elementary schools reported behavioral incidents at a rate 70% higher than the average NISD elementary school, and the four targeted middle schools reported behavioral incidents at a rate 41% higher than the average NISD middle school (local data).	The NISD ACE Learning Tree program will improve attendance through the following strategies: <ul style="list-style-type: none"> Identifying students with behavioral issues and inviting them to the program Supporting existing behavior plans at each school and training staff to implement the plans with fidelity Providing students with positive character development activities
4.	Improve Promotion Rates: In the 2014-15 school year, the five targeted elementary schools, on average, retained students in grades 1,3,and 5 at a higher rate than the district average (Texas Academic Performance Report).	The NISD ACE Learning Tree program will improve promotion rates through the following strategies: <ul style="list-style-type: none"> Identifying students with at risk of not being promoted and inviting them to the program Support AVID at centers, developing note-taking and study skills for students Providing students in the Rtl process with additional time for software-based interventions.
5.	Improve Graduation Rates: In 2014, only 83.2% of adults over 25 living in the zip codes targeted by this program (78227, 78228, 78229, 78230, 78240) had graduated high school, lower than the national rate of 86.3% (US Census Bureau American Community Survey).	The NISD ACE Learning Tree program will improve post-secondary readiness through the following strategies: <ul style="list-style-type: none"> Provide students with opportunities to visit college campuses Partner with programs like Junior Achievement to teach students about workforce readiness Provide parents with educational opportunities to improve marketable skills or transition into college

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Schedule #14—Management Plan

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	This position will require a minimum of a bachelor's degree and experience in project/budget management, with a strong preference for knowledge of youth/after school programs.
2.	Site Coordinator(s)	This position will require a bachelor's degree and preferred skills in each of the following areas: supervision, marketing/public relations, bilingual, program design and implementation, and knowledge of youth/after school programs.
3.	Family Engagement Specialist	This position will require a minimum of a bachelor's degree, experience in family engagement, and preferred skills in each of the following areas: marketing/public relations, bilingual, and knowledge of youth/after school programs.
4.	Independent Evaluator	This position will require a minimum of a master's degree and experience in program evaluation methods, with a strong preference for knowledge of youth/after school programs.
5.	Instructional Staff (Youth Leaders)	This position will require a high school diploma and preferred skills in each of the following areas: bilingual, knowledge of youth/after school programs.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Recruit students that are struggling academically	07/01/2016	06/05/2017
		2. Communicate with school staff on students' needs	08/15/2016	07/13/2017
		3. Dedicate 45 minutes per day to homework/tutoring	08/22/2016	06/01/2017
		4. Provide time for students' targeted interventions	08/22/2016	06/01/2017
		5. Review progress with Community Advisory Council	10/31/2016	07/13/2017
2.	Improve Attendance Rate	1. Recruit students with a history of absenteeism	07/01/2016	06/05/2017
		2. Maintain regular communication with parents	08/15/2016	07/13/2017
		3. Offer collaborative, hands-on activities	08/22/2016	07/13/2017
		4. Provide bus transportation	08/22/2016	07/13/2017
		5. Review progress with Community Advisory Council	10/31/2016	07/13/2017
3.	Improve Behavior	1. Recruit students with behavior issues	07/01/2016	06/05/2017
		2. Support existing school behavior plans	08/15/2016	07/13/2017
		3. Provide character-building activities	08/22/2016	07/13/2017
		4. Review progress with Community Advisory Council	10/31/2016	07/13/2017
		5.		
4.	Improve Promotion Rates	1. Recruit students at risk for not being promoted	07/01/2016	06/05/2017
		2. Dedicate 45 minutes per day to homework/tutoring	08/15/2016	06/01/2017
		3. Provide time for students' targeted interventions	08/22/2016	06/01/2017
		4. Communicate with school staff on students' needs	08/15/2016	07/13/2017
		5. Review progress with Community Advisory Council	08/22/2016	06/01/2017
5.	Improve Graduation Rates	1. Provide trips to college campuses	03/01/2017	04/30/2017
		2. Provide programming on workforce readiness	08/15/2016	07/13/2017
		3. Provide adult education/college transition courses	08/01/2016	07/31/2017
		4. Provide computer literacy courses for adults	08/01/2016	07/31/2017
		5. Review progress with Community Advisory Council	10/31/2016	07/13/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The NISD ACE Learning Tree program will monitor the attainment of goals and objectives through broad-based program management and participation, ensuring that all constituents are kept aware of program activities and progress toward objectives. The ACE Learning Tree Leadership Team will draw from a variety of schools and departments across the district. Key Leadership Team members will include the Cycle 9 Project Director and Family Engagement Specialist (FES), NISD Grant Manager, Independent Evaluator, and Grant Accountant. During the project period, the leadership team will meet quarterly to determine whether the program is meeting specified goals and objectives, and if the desired activities are implemented and achieved in accordance with the grant application and all relevant State and Federal guidelines. If an individual center or the program as a whole is not on track, the Project Director will implement changes designed to correct the problem and meet the goals of the program.

Regular communication will be a key component for monitoring and improving the program. The Project Director and FES will meet with Site Coordinators as a group at least twice per month. Site Coordinators will disseminate necessary information to ACE Learning Tree instructional staff, administrative staff, teachers, students, parents, and members of the community, including meeting with their school's principal once per month. Site Coordinators will also serve on a number of school committees and teams to successfully identify existing school resources and student needs, including Campus Improvement Plan Committees, Family Involvement Committees, and School Advisory Teams. On a quarterly basis, the ACE Learning Tree Community Advisory Council will be apprised of the program's progress, and will have the opportunity to provide feedback. At the end of the year, summaries of the program evaluation will be provided to all ACE Learning Tree families to update them on the results of the program. This information will also be available on Parent Boards and the NISD website.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The NISD ACE Learning Tree program has been designed with long-term sustainability as a major goal. To this end, ACE Learning Tree will coordinate with existing efforts at the targeted schools, especially programs associated with Title I, State Compensatory, Special Education, Child Nutrition, and Adult and Community Education (see Statutory Requirement 4 for additional details). The program will also coordinate with outside organizations that provide related services, including Communities in Schools, the Boys and Girls Club of San Antonio, Family Service Association of San Antonio, Center for Refugee Services, Boy Scouts of America, Girl Scouts of Southwest Texas, Texas A&M AgriLife Extension Service, Junior Achievement, San Antonio Food Bank, and San Antonio Sports (see Statutory Requirement 6 for additional details).

Through the feedback and continuous improvement described above, NISD ACE Learning Tree will continue to identify and build long-term support with partners based on program needs. The ACE Learning Tree Community Advisory Council will be essential to this process, securing community buy-in and developing strategic plans for future sustainability. With this wide range of partnering programs and organizations, the ACE Learning Tree program will maximize effectiveness of the grant funds and build sustainability. At the end of the funding period, NISD will transition all nine centers to a tuition-based model. To accommodate the large number of low-income families in these areas, tuition will be set on a sliding-scale based on income, and scholarships will be available for students with high needs.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	STAAR Results	1.	Increase % of students passing STAAR Reading to district average or higher
		2.	Increase % of students passing STAAR Math to district average or higher
		3.	Increase % of students passing STAAR Science to district average or higher
2.	Attendance Data	1.	Improve students' school-day attendance rate to district average or higher
		2.	
		3.	
3.	Disciplinary Actions	1.	Reduce # of students' school-day referrals to district average or below
		2.	Reduce # of students' after school program referrals from fall to spring term
		3.	
4.	Promotion/Retention Rates	1.	Reduce # of students retained to district average or below
		2.	Increase # of students promoted to district average or above
		3.	Increase % of students in accelerated programs that advance one grade
5.	Semi-annual Surveys	1.	Increase the # of students reporting interest in college/career over baseline
		2.	Increase the # of parents reporting student improvement over baseline
		3.	Increase the # of teachers reporting student improvement over baseline

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The NISD Evaluation Team, led by the Independent Evaluator, will analyze data from all nine 21st CCLC Cycle 9 schools using multiple data sources:

- **Program-Level Data:** Site Coordinators will be responsible for collecting data daily at each center, including program attendance data; student, teacher, and parent surveys; pre and post-activity assessments; and vocal feedback from school staff, program staff, parents, and students. Each center will report this data to the Project Director on a weekly basis.
- **Student-Level Data:** NISD's Testing and Evaluations Department will provide student-level data to the evaluation team, including STAAR scores, grades, promotion rates, attendance, and disciplinary actions, with comparisons to district and state averages, on a quarterly basis. Data will be disaggregated at the center level and for various sub-populations, including At Risk, Economically Disadvantaged, Special Education, and LEP.

Program observations will be conducted on a regular basis by the Project Director and Site Coordinators. The Project Director will observe each center at least once per year, and will focus on program implementation and quality. Site Coordinators will observe all student groups at a center at least four times per year, and will focus on instructional practices, student engagement, and program compliance.

The overall goal of this data collection and disaggregation is to strengthen the program through constant monitoring, identifying and correcting problems quickly. At the program level, the Evaluation Team will use the data to determine if the program and individual centers are on track to meet all indicators of accomplishment described above. If an individual center or the program as a whole are not on track, the Project Director will implement changes designed to correct the problem and meet the goals of the program. At the center level, Site Coordinators will use student data to help identify specific academic or other needs for their student population. Center logic models will be reviewed and revised on a regular basis to incorporate new data. At the end of the year, the Evaluation Team will summarize the findings of the program evaluation, and publish them as a concise and coherent document. These documents will be provided to all ACE Learning Tree families to update them on the results of the program. This information will also be posted on Parent Boards and available on the NISD website.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The NISD ACE Learning Tree program will provide a variety of innovative, hands-on, and interactive activities outside of the regular school day (see TEA Program Requirement 3b for staffing and schedule information). Campus enrichment activities will be selected to meet the specific needs of each school, and will supplement rather than duplicate existing activities and resources at the school. The staff will be trained to provide these activities, including:

- Tutoring/Homework Assistance: Youth Leaders will use one-on-one and small group tutoring to assist students with homework for at least 45 minutes per day. Other tutors, including college mentors, teachers, and RSVP volunteers, will regularly assist students in specific academic disciplines.
- Literacy: To build reading and writing skills, students will participate in many activities, including the peer reading program Reading Together, Readers Theater, Write Brain, and web-based software (Stride Academy).
- Science, Technology, Engineering, and Mathematics (STEM): To develop math and science skills, students will participate in activities such as STEM Soccer, MindWorks, and Project ACORN. Middle schools students will have the opportunity to use the STEM resources at the Family Service Association's Teen Tech Center.
- Positive Youth Development: At the elementary level, ACE Learning Tree staff will use the Planting Seeds and Kelso's Choices curricula to develop students' conflict management skills. At the middle school level, student will participate in the SMART Moves curriculum, with the goal of helping young people make healthy choices.
- Post-Secondary Readiness: To encourage high school graduation and college success, students will have the opportunity to visit college campuses, including UT Austin. Students will also participate in other college and workforce oriented programs, including AVID and Junior Achievement.
- Physical Fitness/Wellness: All centers will provide the CATCH program. Other physical/health activities, including Girls on the Run and cooking, will be made available during the year.

All students will participate in an ACE Learning Tree center located at their home campus, eliminating the need for bus travel to the program. The ACE Learning Tree program will provide bus transportation as needed for students after program conclusion each day. The NISD Transportation Department has over a decade of experience collaborating with the ACE Learning Tree program to provide safe and timely transportation for students.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The NISD ACE Learning Tree program will disseminate information about the centers through a variety of means. In summer 2016, ACE Learning Tree staff will coordinate with school committees to select students for the program based primarily upon academic need, and also considering the needs of working families (see TEA Program Requirement 3a for additional details). The selected families will be sent a letter signed by each school's principal inviting them to the program, along with a program application. ACE Learning Tree staff will follow-up these letters with individual calls to families and conduct orientation meetings. If all program slots are not filled by the deadline, ACE Learning Tree staff will contact the next families on the waiting list, ensuring that all slots will be filled by the first day of school.

Beginning in August, a marketing campaign conducted by the Family Engagement Specialist will generate awareness of the ACE Learning Tree program at each school. Strategies to be used include fliers, Meet the Teacher events, PTA meetings, parent surveys, district and school websites, and marquee displays. ACE Learning Tree staff will provide continuous communication regarding family engagement events and services through school websites, newsletters, posters, Parent Boards, family resource centers, and PTA meetings. ACE Learning Tree staff will also maintain a presence at most regular campus events. At the end of the year, ACE Learning Tree staff will summarize the findings of the program evaluation, and publish them as a concise and coherent document. These documents will be provided to all ACE Learning Tree families to update them on the results of the program. This information will also be posted on Parent Boards and available on the NISD website.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of the primary goals of the NISD ACE Learning Tree program is to improve student academic achievement. Students with the highest academic needs will be selected for the program, including those that have failed STAAR or are at risk for being retained. Specific research-based activities (based on "Structuring Out-of-School Time to Improve Academic Achievement" published by the Institute of Education Sciences) that are expected to improve student academic achievement include:

- Communication with School Staff: Each center's Site Coordinator will maintain regular communication with school instructional staff to align lessons and identify academic needs for individual students. Site Coordinators will also serve on a number of school committees and teams to successfully identify existing school resources and student needs, including Campus Improvement Plan Committees, Family Involvement Committees, and School Advisory Teams. Site Coordinators will disseminate this information to ACE Learning Tree instructional staff (Youth Leaders) during daily briefings and staff meetings and provide professional development related to schools' specific academic goals on a regular basis.
- Tutoring/Homework Assistance: Youth Leaders will use one-on-one and small group tutoring to assist students with homework for at least 45 minutes per day. Other tutors, including college mentors, teachers, and RSVP volunteers will be used regularly to assist students in specific academic disciplines.
- Software-Based Interventions: Computer programs, such as Stride Academy and Achieve 3000, will provide practice and enrichment to meet individual student objectives in reading, mathematics, and science.
- Collaborative, Hands-On Academic Activities: Students will have multiple opportunities to learn using exploration, creativity, discovery and play through activities such as STEM Soccer, Readers Theater, MindWorks, Write Brain and CATCH. In activities like Reading Together, students will be paired with more advanced partners to help them improve reading and leadership skills.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Multiple existing programs will be coordinated with the proposed NISD ACE Learning Tree program:

- Title I and State Compensatory Programs: Funds from these programs will supplement family involvement and the six-week summer program in the form of transportation, staff, curriculum and activities.
- Child Nutrition: The NISD Child Nutrition Department will provide nutritious snacks to ACE Learning Tree students daily using funds from the USDA.
- Special Education: Using Medicaid and IDEA funds, the NISD Special Education Department will provide student assessment information, training to one-on-one aides, and other necessary accommodations for ACE Learning Tree students with special needs.
- Adult and Community Education: The NISD Adult and Community Education Department will provide free adult education, ESL, citizenship, college transition, and computer literacy courses to adults participating in the ACE Learning Tree program, funded through federal and state Adult Education, EL Civics, and Citizenship grants.
- Business Department: The NISD Business Department, in partnership with the Grants and Recognitions Department, will ensure fiduciary and financial responsibility for the NISD 21st CCLC Cycle 9 grant.
- Other Programs: The ACE Learning Tree program will benefit from the resources that other Northside Independent School District departments can provide, including collaborations with Bilingual/Title III, Transportation, Curriculum and Instruction, Guidance and Counseling, Health and Physical Education, Health Services, Human Resources, Police, Staff Development, Technology, and Testing and Evaluation Departments.

Partnerships with these programs will allow a continuum of services to students at these campuses. These collaborations with the NISD ACE Learning Tree program reflects cost-effectiveness, leverages available resources, and avoids duplication of services.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. **Objective Measures:** All activities implemented in the NISD ACE Learning Tree program are designed to meet the specific needs of the targeted school, as determined through annual, objective needs assessments of each center. Current needs identified through the process described in Schedule #13 include:
 - Academic Performance
 - Attendance
 - Behavior
 - Promotion Rates
 - College/Career Readiness
 - Physical Fitness
 - Family Literacy/Adult Education

The success of all activities will be measured through pre and post-activity assessments, surveys, and voice feedback from students, parents, and staff.
2. **Evidence-Based Research:** The program was designed using evidence-based from the recommendations from the Institute of Education Sciences, including "Structuring Out-of-School Time to Improve Academic Achievement." Specific recommendations include:
 - Aligning the out-of-school time program academically with the school day
 - Maintain relationships and ongoing communication with school staff
 - Connect program instruction with school-based goals and learning objectives
 - Adapt instruction to individual and small group needs
 - Use one-on-one and small group tutoring
 - Provide professional development to all instructors
 - Provide engaging learning experiences
 - Make learning active through opportunities for collaborative learning and hands-on academic activities
 - Build adult-student relationships between participating students and instructional staff
3. **Plan to Collect Data:** Site Coordinators will be responsible for collecting data daily at each center, including program attendance data; student, teacher, and parent surveys; pre and post-activity assessments; and vocal feedback from school staff, program staff, parents, and students. Site Coordinators will also observe all student groups at a center at least four per year, and will focus on instructional practices, student engagement, and program compliance.

The overall goal of this data collection and disaggregation is to strengthen the program through constant monitoring, identifying and correcting problems quickly. The evaluation team will use this local data to determine if individual centers are on track to meet all indicators of accomplishment described in Schedule #14. If an individual center is not on track, the Project Director will implement changes designed to correct the problem and meet the goals of the program. Site Coordinators will also use student data to help identify specific academic or other needs for their student population.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The NISD ACE Learning Tree program will partner with several community-based organizations, providing a more cost-effective program and building a foundation for future sustainability:

- **Communities in School (CIS):** The CIS model positions site coordinators inside schools to assess students' needs and provide resources to help them succeed in the classroom and in life. CIS will help connect ACE Learning Tree families to needed resources, including food, school supplies, health care, or counseling. They will also deliver the Raising Highly Capable Kids curriculum to all centers served by this program. Raising Highly Capable Kids is an eight-week curriculum based on the Search Institute's 40 Developmental Assets. The Search Institute has undertaken decades of research with more than 4 million children, and found that there are 40 building blocks every child needs to grow and mature.
- **Family Service Association of San Antonio, Inc.:** The Family Service Association manages a variety of programs that assist children, seniors, and families to deal effectively with their problems and challenges in the San Antonio area. To assist ACE Learning Tree, the Family Service Association will provide access to their Teen Tech Center and its STEM equipment for approximately 10 Saturdays. ACE Learning Tree students will have the opportunity to create art, music and animations; design science simulations and mobile applications; write and illustrate interactive poetry, stories, and film; build kinetic sculptures and robotic constructions; and design their own 3D worlds and games using state-of-the-art technology and professional software tools.
- **Boys and Girls Club of San Antonio (BGCSA):** BGCSA's mission is to enhance the educational, social, and moral development of San Antonio's youth, ages 6-18 years old, especially those with the highest need. To assist ACE Learning Tree, BGCSA will provide access to their Calderon Branch facility for approximately 10 Saturdays. BGCSA staff will present the SMART Moves curriculum, with the goal of helping young people resist the use of alcohol, tobacco and other drugs and make healthy choices.
- **Center for Refugee Services:** The mission of the Center for Refugee Services is to promote the wellness, self-sufficiency, and successful community integration of resettled refugees and their families. The Center will identify and recommend translators in the languages needed by the families served in the ACE Learning Tree program. They will also provide access to their facilities for family engagement event.
- **Others:** The NISD ACE Learning Tree program will also partner with Excel Beyond the Bell San Antonio, Texas A&M AgriLife Extension Service, Junior Achievement, San Antonio Food Bank, San Antonio Sports, Girl Scouts of Southwest Texas, and the Boy Scouts of America to provide a wide range of educational activities and support services to program participants.

A Memorandum of Understanding (MOU) has been completed for each of the four primary community-based partners (see attachments). These community-based partners will provide one staff member to participate on the ACE Learning Tree Community Advisory Council.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of the community needs assessment described in Schedule #13, school staff identified available resources at their campus. Common resources include:

- Existing After School Activities: Schools offer varying activities after school, including clubs (Young Astronauts, chess, robotics), performing arts (choir, band, theater) and sports (volleyball, basketball, soccer). These activities generally only occur once or twice per week, lasting between one to two hours. Many students in working families cannot attend these activities due to a lack of transportation options. The NISD ACE Learning Tree program will coordinate with these existing after school activities, allowing students to attend them during their designated days/times and return to ACE Learning Tree when they conclude. Free and reliable transportation through ACE Learning Tree will allow more high-needs students to participate in these activities.
- Reading/Math Interventions: Through the Response to Intervention (RtI) process, many students have been identified as needing supplemental interventions, which are often delivered through research-based software programs such as Study Island or Achieve 3000. Schools have already purchased licenses for these students, but many need more intervention time than they are able to get in a regular school day. For this reason, ACE Learning Tree will provide these students with extended time for these important interventions, providing practice and enrichment to meet individual student objectives in reading and mathematics.
- Family Nights: All schools receiving Title I funds must provide family involvement activities, often in the form of Family Nights focused on a particular topic. The ACE Learning Tree program will coordinate with these activities rather than duplicate them; for example, if the school is planning a Family Science Night for the end of the month, the Learning Tree staff would be sure not to schedule any conflicting family engagement events, and would collaborate and promote the school's Family Science Night amongst Learning Tree families to make it a success.
- Accelerated Academic Programs: Jones MS, Rayburn MS, and Ross MS serve a large population of students that were retained in elementary school, and have all started self-contained accelerated academic programs designed to help these students catch up to their age groups. Many of these students will be targeted by the ACE Learning Tree program to provide additional academic intervention and enrichment, improving these students' chances of advancing two grade levels in one year.
- AVID: All of the targeted middle schools and several elementary schools implement the AVID program to some degree to develop a culture of college readiness on campus. AVID develops learning, study, and academic skills that are essential to success in rigorous coursework. ACE Learning Tree staff will be trained in AVID techniques, and AVID strategies, such as academic assistance from college tutors, will be a part of the ACE Learning Tree program.

During the campus needs assessment (see Schedule #13), specific needs and resources were identified for each campus. Using this information and ongoing communication with school staff, each Site Coordinator will craft programs that are tailored to address each schools' needs. A new campus needs assessment will occur each year, and each center will set goals based on Campus Improvement Plans. The Project Director and Site Coordinators will monitor centers on an ongoing basis to ensure that identified needs are being met.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NISD ACE Learning Tree implemented best practices for 21st CCLC programs for over 18 years (see "Past Experience" in Schedule #5) The ACE Learning Tree program will use the following research-based best practices to implement the Cycle 9 program:

- **Academic Achievement:** In order to complement and enhance student academic performance, the NISD ACE Learning Tree program will implement research-based practices from "Structuring Out-of-School Time to Improve Academic Achievement" published by the Institute of Education Sciences, including aligning the out-of-school time program academically with the school day, adapting instruction to individual and small group needs, and providing engaging learning experiences (see Statutory Requirement 5 for additional details).
- **Postsecondary/Workforce Preparation:** To prepare students for postsecondary education and the workforce, the NISD ACE Learning Tree program will implement best practices found in "Eight Components of College and Career Readiness Counseling" published by the College Board, including College Aspirations and Enrichment and Extracurricular Engagement. Students will be exposed to a variety of activities related to college and the workforce like Junior Achievement, and students in middle school will develop key study skills through the AVID program.
- **Positive Youth Development:** To help youth participants develop positive character traits, the NISD ACE Learning Tree program will use best practices identified in "Keys to Quality Youth Development" published by the University of Minnesota, such as Quality Relationships with Peers and Adults, Discussing Conflicting Values and Forming Their Own, and Developing Self-Worth. Throughout the year, students will be exposed to positive youth development curriculum such as Planting Seeds, Kelso's Choices, and SMART Moves. Also, Communities in Schools will deliver the Raising Highly Capable Kids curriculum to parents at all participating centers, focused on the Search Institute's 40 Developmental Assets.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will coordinate with an existing advocacy volunteer program for the students enrolled in the ACE Learning Tree program. This program will offer mentorship relationships that will involve community Retired Senior Volunteer Program (RSVP) citizens. The program will be designed to positively influence students to explore the following areas: leadership, guidance, career interests, college and workforce readiness, hobbies, and talents. The RSVP program will involve retired senior citizens who are willing to dedicate 1-2 hours per week with program students who are in need of additional positive social and economic influence on a one-on-one basis. In addition to RSVP volunteers, teaching interns from Northwest Vista College will also volunteer to tutor students.

The Project Director and the FES will do monthly training sessions for newly recruited volunteers after criminal background checks have cleared. Volunteers will provide their profile and will be matched with a mentee by the Site Coordinators.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Program continuation will be a focus of the ACE Learning Tree Community Advisory Council throughout the grant term. The preliminary plan for sustainability is to build capacity in these nine centers over three years and transition to a tuition-based model. Capacity will be built in the following ways:

- **Instructional Materials:** At the beginning of the grant period, each center will receive a package of instructional technology and materials, including a projector, sound system, Wii, portable radios, and various instructional materials for Reading Together, AVID, Write Brain, MindWorks, and other programs. Technology and materials will be maintained and will continue to be used after the grant period expires. Schools can replace lost or broken items using local funds.
- **Professional Development/Training:** All ACE Learning Tree staff, including Site Coordinators and Youth Leaders, will receive ongoing professional development over the course of the three-year grant period. Specific topics will include First Aid/CPR, classroom management, anti-bullying, communication skills, and various specific curriculum such as CATCH, Reading Together, and Write Brain. The Project Director, FES, and Site Coordinators will all attend in-state conferences in order to benefit the program.
- **Community Partnerships:** Over the grant period, the NISD ACE Learning Tree program will continue to develop relationships with a wide variety of community-based organizations, including primary partners Communities in School, Family Service Association, the Center for Refugee Services, and the Boys and Girls Club of San Antonio. The program will also offer mentorship relationships and volunteer opportunities that will involve community Retired Senior Volunteer Program (RSVP) citizens. With this network of organizations and volunteers in place when the grant expires, the tuition-based centers will be able to continue to provide high-quality program at a reasonable cost to families.

The following timeline will be implemented for the sustainability plan:

- **July 2016-** Possible notification of grant award
- **July 2016-** Identify possible Community Advisory Council members
- **August 2016 –** Begin program, purchase instructional materials, train ACE Learning Tree staff, recruit volunteers
- **October 2016-** Begin Community Advisory Council meetings (ongoing), begin quarterly budget meetings to evaluate grant expenditures and assess additional areas of financial needs (Ongoing)
- **Grant Conclusion-** At the end of the funding period, NISD will transition all nine centers to a tuition-based model. Each center will be assessed to determine available resources. To accommodate the large number of low-income families in these areas, tuition will be set on a sliding scale based on income and scholarships will be made available.

The Northside ISD Board of Trustees fully supports ACE Learning Tree, and will assist with local efforts to sustain the program when grant funding expires (see attached letter of support with signatures from all elected board members).

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Continuous feedback and involvement from the community will be essential to the success of the proposed program. To accomplish this goal, the NISD ACE Learning Tree program will create a Cycle 9 Community Advisory Council that will help develop goals and provide support and guidance for the program. The planned membership will include:

- NISD Assistant Superintendent of Student Services
- NISD Director of Adult and Community Education
- NISD Director of Physical Education
- NISD Director of Federal and State Programs
- NISD Operations Coordinator from Child Nutrition Department
- NISD Grant Manager
- Independent Evaluator
- At least one administrator from each participating school
- At least one community member from each participating school
- At least one representative from each of four primary community partners (Communities in Schools, Boys and Girls Club of San Antonio, Family Service Association, Center for Refugee Services)
- Other community stakeholders as available, including but not limited to those from businesses, workforce boards, Institutes of Higher Education, and law enforcement

ACE Learning Tree staff will organize and facilitate Community Advisory Council meetings on a quarterly basis. The purpose of these meetings will be to review progress of the program, analyze data, and adjust program initiatives if necessary. The Community Advisory Council will develop a strategic plan, including detailed sustainability plans to transition each center to a tiered tuition-based funding model. All meetings will be documented using agendas, sign-in sheets, and minutes.

The Community Advisory Council will also assist in securing community buy-in and support for the program. Communication methods will include district and school websites, newsletters, posters, marquees, and PTA meetings. An annual needs assessment and semi-annual parent surveys will be conducted at each of the nine sites. Analysis of this assessment will be used to adjust elements of the program if necessary to meet the needs of the individual campus and community. At the end of the year, ACE Learning Tree staff will summarize the findings of the program evaluation, and publish them as a concise and coherent document. These documents will be provided to all ACE Learning Tree families to update them on the results of the program. This information will also be available on Parent Boards and the NISD website.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant Management: The success of NISD's ACE Learning Tree program will be the results of broad-based program management and participation, ensuring that all constituents are kept aware of program activities and progress toward objectives. The ACE Learning Tree Leadership Team will draw from a variety of schools and departments across the district. Key Leadership Team members will include the Cycle 9 Project Director and Family Engagement Specialist, NISD Grant Manager, Independent Evaluator, and Grant Accountant

The Leadership Team will coordinate with Site Coordinators to create detailed logic models for each center to guide implementation. During the project period, the Leadership Team will determine whether the program is meeting specified goals and objectives, and if the desired activities are implemented in accordance with the grant application and relevant State and Federal grant requirements. If an individual center or the program as a whole are not on track, the Project Director will implement changes designed to correct the problem and ensure high-quality programming for all participants.

Communication: Regular communication among ACE Learning Tree staff will be a key component for monitoring and improving the program. The Project Director and Family Engagement Specialist will meet with Site Coordinators as a group at least twice per month, and will communicate any program adjustments. Site Coordinators will disseminate necessary information to ACE Learning Tree instructional staff, administrative staff, teachers, students, parents, and members of the community, including meeting with their school's principal once per month. Each ACE Learning Tree center will hold daily briefings, and will hold a longer staff meeting twice per month to communicate new information and identify developing issues.

Program observations will be conducted on a regular basis by the Project Director and Site Coordinators. The Project Director and Independent Evaluator will observe each center at least once per semester, and will focus on program implementation and quality. Site Coordinators will observe each student group at a center at least four times per year, and will focus on instructional practices, student engagement, and program compliance.

Ongoing Training and Support: Training and support are key factors for ensuring that NISD ACE Learning Tree staff are able to adapt instruction to meet the needs of every student. The ACE Learning Tree program will coordinate with TEA and its training, technical assistance, and monitoring providers in assessing and implementing program requirements. In addition to in-person training, community partner Excel Beyond the Bell San Antonio will contribute multiple online training modules through the CypherWorx system as an in-kind contribution to the program. Each ACE Learning Tree staff member will complete a minimum of 18 training hours during the first year of the grant in the following core areas:

- *For Program Coordinator, Site Coordinators and Family Engagement Specialist:* Classroom Management for ACE Learning Tree Modules, Project Based Approach Curriculum Writing, Time Management, New Supervisor Series, Reading Together, Process Writing, Interviewing Skills, Jenna's Law, Anti-Bullying, CPS Reporting, Sexual Harassment, CPR and First Aid, Communication Skills 101, TX 21st Century Database System
- *For Youth Leaders/Instructors:* CPR and First Aid, Non-Violent Crisis Intervention, Classroom Management, Forms and Procedures, Customer Service, Homework Management, TBSI Time Out, Behavioral Concepts and Strategies, Anti-Bullying, Jenna's Law, Food Allergy Awareness, Sexual Harassment Prevention, Emergency Situations, Deescalating Communication, Rewards Systems, Positive Behavior Intervention Support, CATCH Club Recreation Safety, Reading Together, College and Career Readiness.

Additional targeted training will be provided based on each centers' specific academic goals. The Project Director, Family Engagement Specialist, and all nine Site Coordinators will attend one approved in-state conference to benefit the program. The Project Director and Site Coordinators will monitor training implementation and effectiveness, and regular feedback will be collected from training participants.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 **Center Name:** Colonies North Elementary School

9 digit campus ID# 015915115 **Distance to Fiscal Agent (Miles)** 4.5

Grade Levels to be served (PK-12) K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served: 105

Number of Adults (parent/ legal guardians only) to be served: 50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 **Center Name:** Glenoaks Elementary School

9 digit campus ID# 015915103 **Distance to Fiscal Agent (Miles)** 1.1

Grade Levels to be served (PK-12) K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served: 105

Number of Adults (parent/ legal guardians only) to be served: 50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3 Center Name: Robert F. McDermott Elementary School

9 digit campus ID# 015915158 Distance to Fiscal Agent (Miles) 4.5

Grade Levels to be served (PK-12) K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served: 90

Number of Adults (parent/ legal guardians only) to be served: 45

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4 Center Name: Valley Hi Elementary School

9 digit campus ID# 015915113 Distance to Fiscal Agent (Miles) 9.9

Grade Levels to be served (PK-12) K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served: 90

Number of Adults (parent/ legal guardians only) to be served: 45

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 015-915			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5		Center Name: Westwood Terrace Elementary School		
9 digit campus ID#	015915114	Distance to Fiscal Agent (Miles)	7.7	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				105
Number of Adults (parent/ legal guardians only) to be served:				50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6		Center Name: Anson Jones Middle School		
9 digit campus ID#	015915044	Distance to Fiscal Agent (Miles)	6.3	
Grade Levels to be served (PK-12)	6-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				90
Number of Adults (parent/ legal guardians only) to be served:				45
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7 Center Name: Sam Rayburn Middle School

9 digit campus ID# 0115915042 Distance to Fiscal Agent (Miles) 9.2

Grade Levels to be served (PK-12) 6-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	75
Number of Adults (parent/ legal guardians only) to be served:	35

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8 Center Name: Sul Ross Middle School

9 digit campus ID# 015915043 Distance to Fiscal Agent (Miles) 3.3

Grade Levels to be served (PK-12) 6-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	90
Number of Adults (parent/ legal guardians only) to be served:	45

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 015-915			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9		Center Name: Earl Rudder Middle School		
9 digit campus ID#	015915048	Distance to Fiscal Agent (Miles)		4.9
Grade Levels to be served (PK-12)	6-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				75
Number of Adults (parent/ legal guardians only) to be served:				35
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10		Center Name: N/A		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordination with Schoolwide/State Compensatory Programs: Schoolwide programs under ESEA Section 114 and state compensatory education programs under Texas Education Code, §29.081 provide a variety of resources to schools with a large number of students with high academic needs. At the nine schools targeted for this program, specific uses of these funds include software-based interventions, tutors, and Family Nights. In order to maximize the impact of program dollars, the ACE Learning Tree Project Director, Family Engagement Specialist, and individual Site Coordinators will coordinate with these existing resources rather than duplicating efforts. They will accomplish this through maintaining ongoing communication with school staff, identifying existing resources, and deliberately planning how to use 21st CCLC funds to supplement rather than supplant current federal and state expenditures. For example, if school staff is having difficulty scheduling a student for adequate time with targeted reading intervention software during the school day, ACE Learning Tree staff can coordinate with these teachers to ensure that this intervention is applied with fidelity after school. Likewise, if the school is planning a Family Science Night for the end of the month, ACE Learning Tree staff would be sure not to schedule any conflicting family engagement events, and would collaborate and promote the school's Family Science Night amongst ACE Learning Tree families to make it a success.

Student Identification: In order to have the most impact on the communities that this program will serve, it is essential to recruit students with the highest needs. Beginning in July 2016, ACE Learning Tree staff will coordinate with leadership teams at all nine schools to identify students that are most in need of academic assistance. Student data will be examined, including grades, standardized test scores, and past retentions. Other secondary criteria that may affect academic performance, including attendance, behavior referrals, and At Risk indicators, will also be used to identify students. Additional consideration will be given to siblings of targeted students and working families. At the end of the process, each school will have a ranked list of approximately 200 students to target for the program.

Student Recruitment: In late July 2016, each school will send an invitation letter signed by the principal and a program application to the families of the students that have been identified as most in need of academic assistance. Each school will initially only send enough letters to fill the exact number of student slots at the center (75, 90, or 105) to ensure that none of the invited families will be turned away. These letters will explain the ACE Learning Tree program's benefits and requirements and invite the family to participate. ACE Learning Tree staff will follow-up these letters with individual calls to families and conduct orientation sessions. If families do not respond to the letter or phone calls by the early August deadline, the next families on the ranked list will be contacted until all slots are filled. Student recruitment will be an ongoing process, with waiting lists at each center that will be used to recruit new students as slots become available during the school year.

Student Retention: While research has shown that students in after school programs benefit in multiple ways, they cannot obtain these benefits if they do not attend regularly. To maximize student retention, the NISD ACE Learning Tree program will implement a number of evidence-based strategies, including providing collaborative learning and hands-on academic activities and building adult-student relationships. To eliminate possible transportation barriers, the ACE Learning Tree program will provide bus transportation as needed for students when program activities conclude each day. All absences will be verified with the school attendance secretary, and students that were absent from both school and the ACE Learning Tree program that day will be excused. Any unexcused absences will result in a meeting with a parent and a plan of action to prevent similar absences in the future.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All NISD ACE Learning Tree centers will operate Monday through Friday during the 2016-2017 school year. The Fall semester will take place between August 22 and January 13 (17.6 weeks), and the Spring semester will take place between January 17 and June 1 (17.8 weeks), totaling 35.4 weeks. Centers serving elementary school students will be open from 2:50 to 6:00 pm (15 hours and 50 minutes per week) and centers serving middle school students will be open from 3:45 to 6:15 pm (12 hours and 30 minutes per week). Students will not attend ACE Learning Tree on scheduled NISD school holidays, but will attend during scheduled early release days in order to preserve continuity of the program. On these five early release days, centers serving elementary school students will be open from 11:45 am to 6:00 pm and centers serving middle school students will be open from 12:30 to 6:15 pm. ACE Learning Tree will also provide activities at adjunct sites on approximately two Saturdays per month for middle school students.

ACE Learning Tree centers will be staffed at a ratio of 15 students to 1 instructional staff member (Youth Leader). Center staffing will vary depending on the number of students served at the center, as follows:

- 75 students (Rayburn MS, Rudder MS): 5 Youth Leaders
- 90 students (McDermott ES, Valley Hi ES, Jones MS, Ross MS): 6 Youth Leaders
- 105 Students (Colonies North ES, Glenoaks ES, Westwood Terrace ES): 7 Youth Leaders

ACE Learning Tree will offer a summer program (Monday-Thursday) that will take place between June 5 and July 13 (6 weeks). Centers serving elementary school students will be open from 1:00 pm to 5:00 pm (16 hours per week) and centers serving middle school students will be open from 9:00 am to 1:00 pm (16 hours per week). Approximately 180 students will be served, with 8 Youth Leaders staffing the elementary school site and 6 Youth Leaders staffing the middle school site.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Every center will have a comprehensive plan for ensuring the safety of all students and staff in the program, including:
Sign-in Procedures: Center-specific written procedures will be in place for student dismissal from the regular school day to the ACE Learning Tree program, stipulating where students will be received at the start of the program each day. A copy of these procedures will be distributed to all school teachers and included in all substitute teacher folders.

Attendance will be taken daily at the beginning of each class/activity, and will be submitted to the ACE Learning Tree office within fifteen minutes of program start time. Absent students will be reconciled with regular day attendance records, and parents will be called if there is a discrepancy.

Sign-out Procedures: Specific procedures will be established to ensure that children are picked up by authorized guardians. Standardized written parental consent forms will be completed by a student's legal guardian listing the adults that are authorized to pick-up students. Adults will be required to present a photo ID to ACE Learning Tree staff upon release of student. The designated adults will also be required to sign students out using a system that provides a time stamp. If a situation occurs where a person does not have proper identification or is not listed on the registration form for release of a student, the student will be kept on the school grounds until the parents or legal guardians are notified. Procedures will be established for students who use district transportation to be dropped off at specific stops.

Physical Safety: All centers will have a process in place for addressing emergency situations, including an emergency readiness plan. If an emergency situation occurs with a student, Youth Leaders will be responsible for filling out an Accident Report and reporting it to Site Coordinator immediately. Parents or guardians will be notified immediately of any illness or injury to the student. If the parents or persons designated in case of an emergency, serious illness, or injury cannot be reached, staff will contact those emergency contacts designated on the student's registration form. Each ACE Learning Tree staff member will be trained in First Aid and CPR within 30 days of employment, and an on-call nurse (provided through local funds) will be available for medical situations. Each ACE Learning Tree staff member will be assigned a portable radio to ensure that they can remain in contact in case of an emergency.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Alignment with School Day Curriculum: According to "Structuring Out-of-School Time to Improve Academic Achievement" published by the Institute of Education Sciences, aligning out-of-school time programs academically with the school day is a proven strategy for improving academic achievement. All curricula used to deliver hands-on activities will be selected in consultation with the district Curriculum and Instruction Department to insure effective, evidence-based educational activities aligned with the Texas Essential Knowledge and Skills (TEKS). Also, each center's Site Coordinator will maintain regular communication with school instructional staff to align lessons and identify academic needs for individual students. The Site Coordinators will also serve on a number of school committees and teams to successfully identify existing school resources and student needs, including Campus Improvement Plan Committees, Family Involvement Committees, and School Advisory Teams. Site Coordinators will disseminate this information to ACE Learning Tree instructional staff (Youth Leaders) at staff meetings and provide professional development related to schools' specific academic goals on a regular basis.

Meaningful Academic Content: Students will be exposed to many academic activities that are aligned with the TEKS. Youth Leaders will assist students for at least 45 minutes per day with their homework in one-on-one or small group settings. On a weekly basis, classroom teachers and college tutors will be available to assist students in a specific content area, based on the school's academic goals. Computer programs, such as Stride Academy and Achieve 3000, are TEKS-aligned, and will provide practice and enrichment to meet individual student objectives in reading, mathematics, and science. Students will also have extended time to use software-based interventions recommended through the Response to Intervention (RtI) process.

Engaging and Interactive Activities: Another proven strategy described in "Structuring Out-of-School Time to Improve Academic Achievement" is to make learning active through opportunities for collaborative learning and hands-on academic activities. For this reason, students will have many opportunities to learn using exploration, creativity, discovery and play. Evidence-based activities like CATCH, STEM Soccer, and Girls on the Run will provide students with the opportunity to engage in direct physical movement. Other activities, like Readers Theater, Write Brain, and MindWorks, will provide problem-based challenges to students. In collaborative activities like Reading Together, students will be paired with more advanced partners to help them improve reading and leadership skills.

Evidence-Based Practices and Local Data to Meet Student Needs: Site Coordinators will be responsible for collecting local data daily at each center, including program attendance data; surveys; academic assessments; and feedback from school staff, program staff, parents, and students. Information will be entered into the TX 21st database on a daily basis, and these reports will be analyzed and used to update center logic models on an ongoing basis. The overall goal of this data collection and disaggregation is to strengthen the program through constant monitoring, identifying and correcting problems quickly. At the program level, the Evaluation Team will use the data to determine if the program and individual centers are on track to meet all indicators of accomplishment described above. If an individual center or the program as a whole are not on track, the Project Director will implement changes designed to correct the problem and meet the goals of the program.

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Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Meeting the academic and developmental needs of all students is important in educational settings. For this reason, all ACE Learning Tree centers have been planned with a 15:1 student to instructional staff ratio. This favorable ratio will make it easier for ACE Learning Tree staff to engage in individual or small-group instruction through using the following strategies:

- Homework/Tutoring: While some students work independently on homework, the instructor will hold flexible-grouping interactive sessions with students who need accommodations or individual attention. The instructor facilitates the group activity and/or reinforces content mastery with manipulative aides. Youth Leader Instructors will work closely with Site Coordinator and daytime teacher to provide appropriate accommodations for students with special needs.
- Software-based Interventions: Computer programs, such as Stride Academy and Achieve 3000, are TEKS-aligned, and will help differentiate instruction through adapting to students learning needs. All instructional software used by the ACE Learning Tree program will contain built-in assessments and deliver meaningful data related to student progress.
- Collaborative Activities: Many of the activities that students will engage in, including Readers Theater, MindWorks, and Reading Together, will include collaborative time in small groups. Students will be assigned to groups based on individual strengths and needs. For example, in Reading Together, students in fourth grade experience leadership training and become proficient tutors for students in second grade.
- Special Education: In cases where a student in Special Education requires a one-on-one aide, one will be assigned to work with them in the least restrictive possible environment. These aides will be funded from local sources, and would receive training and resources from the NISD Special Education Department.
- Professional Development: Training and curriculum instruction are key factors for ensuring that NISD ACE Afterschool program staff are able to adapt instruction to meet the needs of every student. All center staff will receive high level training through the NISD After School Training Program. A minimum of eighteen hours of training workshops are required in which staff receive core trainings, such as Project Based Approach Curriculum and Learning Styles, which teach best practices for meeting students at their individual academic level and differentiating instruction depending on the modality suited for their individual needs. In addition to in-person training, community partner Excel Beyond the Bell San Antonio will contribute multiple online training modules through the CypherWorx system as an in-kind contribution to the program.

The ability to adapt instruction to meet every student's need will be monitored and documented by both the Site Coordinator and the Program Director using the site observation assessment.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will provide services to the nine sites on a full time basis (40 hours per week). The Family Engagement Specialist's primary duties are to work with district staff and community partners in the process of collaborating to fulfill the program goals and services. Qualifications include a minimum of a Bachelor's Degree, experience in family engagement, social services, or counseling experience, with a strong background knowledge in youth/after school programs. Bilingual skills will also be preferred.

The Family Engagement Specialist's primary role will be to provide families with opportunities to participate in the children's education, as well as other educational opportunities. To accomplish this, the FES will maintain communication with parents and families, identify family needs at specific centers, plan ongoing activities that address these needs, and coordinate both with intradistrict and external partners to deliver necessary resources to each center. The FES will attend at least one in-state conference on family and parental involvement.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist, working in conjunction with the Project Director and Site Coordinators, will coordinate family activities in the following ways:

- Maintain regular communication with all parents regarding their students and the program through making phone calls, initiating face-to-face on-site contact, designing marketing materials, and coordinating monthly family engagement events
- Maintain a family resource center at each campus with resources that families can access for information about events, services, and opportunities within the school and community
- Conduct a semi-annual parent survey to determine family needs, especially for working families
- Partner with Communities in Schools to refer families to resources to address barriers to students' academic success, including food, shelter, clothing, and adult education (see TEA Program Requirement 5c for additional details)
- Plan, coordinate, and implement ongoing collaborative opportunities for families that are educational and literacy related. Topic will include high expectations, citizenship, education, participation in the educational process, financial planning, health and nutrition, life balance, and healthy relationships
- Coordinate services with programs within the school district, including but not limited to Adult Education, State and Federal Programs, and Counseling, and also within the community, including but limited to PTAs, Communities in Schools, the Boys and Girls Club of San Antonio, Family Service Center, San Antonio Food Bank, and Texas A&M AgriLife Extension Services
- Coordinate with other district/campus level positions, including counselors, Homeless Education Liaison, and Title I Specialist

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will develop family activities and coordinate with district and program staff and community agencies. In partnership with Communities in Schools, the ACE Learning Tree program will deliver the Raising Highly Capable Kids curriculum at all participating centers. Raising Highly Capable Kids is an eight-week curriculum based on the Search Institute's 40 Developmental Assets. The Search Institute has undertaken decades of research with more than 4 million children, and found that there are 40 building blocks every child needs to grow and mature.

Other activity topics for family events will include: high expectations, citizenship, education, participation in the educational process, financial planning, health and nutrition, life balance, and healthy relationships. These activities will occur at all centers before/after program hours, depending on the school community and family needs. Contingent upon campus needs, presentations will take place in the cafeteria, library, classrooms and off site locations within the community. Centers will provide materials, curriculum, and healthy food items.

In addition, the NISD Adult and Community Education Department will provide ACE Learning Tree families with educational development that fit their specific needs. Class locations and times will be established in accordance with the needs of working families. The Family Engagement Specialist will coordinate with the Adult and Community Education Department to connect participating adults to the following programs:

- Adult Education: Adult Education classes are offered for adult students at all academic levels. Adult Secondary Education includes basic education and GED preparation classes that help students acquire the reading, writing, and math skills necessary to successfully complete the GED exam. ASE Classes also integrate the knowledge and skills necessary for employment and self-sufficiency.
- English for Speakers of Other Languages (ESOL): ESOL classes are offered for adult students at all proficiency levels wishing to improve their English language skills in reading, writing, listening, and speaking. All classroom instruction is conducted in English. Classes also integrate the knowledge and skills necessary for employment and self-sufficiency.
- Citizenship: Citizenship courses prepare lawful permanent residents for the civics (U.S. history and government) and English (reading, writing, and speaking) components of the naturalization test. Through a partnership with Catholic Charities, Archdiocese of San Antonio, all Legal Permanent Residents enrolled in Citizenship courses through NISD are eligible for free legal services, including preparation and submission of the application for naturalization (Form G-28). Centers with large populations of refugees, such as Colonies North ES, McDermott ES, and Rudder MS, will be targeted by this program.
- Computer Literacy: In partnership with the Mexican Consulate of San Antonio, the NISD Community Education Department offers computer skills courses to residents. Courses include Basic Computer Skills, Web Design, and Liberty Tax Preparation Certification.

As a result of these educational opportunities for adults, ACE Learning Tree parents will be better equipped to:

- Help their children in their educational development
- Complete a secondary school education by obtaining their GED
- Begin post-secondary education
- Improve career options and opportunities

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015-915

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015-915

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015-915		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015-915

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015-915

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 015-915

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 015-915

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within BoundaryEnter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **22****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☒ Certified letter☐ Documented phone calls☐ Meetings☒ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **4378**Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**Total nonprofit schools participating: **0**Total nonprofit students participating: **0**Total nonprofit teachers participating: **0**No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 015-915

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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